COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:
1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title: HUSV 350 DL2, Human Service Seminar
Semester and Term: Summer 2015
Dates: 06/29/2015 – 08/22/2015
Location: Online
Campus Location: Distant Learning

Course Description:
This seminar course is designed as a culminating experience incorporating primary readings and case studies. Students will be stimulated to discover what is really essential, mastered the art of inquiry and draw on intuition and inner wisdom toward an increased capacity for compassion and giving. The course will be an opportunity for students to explore and discern current issues and personal interests. In the process students will discover new capacity within themselves to make a sustained contribution in the human service field.

Prerequisite Courses: HUSV 201 or 203 and senior status
Course Code: HS, PSY-PE (Seniors Only), HSM, DM-HPR

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Course Code: HS, PSY-PE (Seniors Only), HSM, DM-HPR

Instructor & contact information:
Tony Devine. Ed.D.
Email: tdevine@bridgeport.edu

Required Textbooks:


To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:
Upon completion of this course the student should be able to discover and gain profound insights into:
- The complexities of human existence and relationships in our contemporary world
- The psychological and emotional resiliency of human nature and relationships
- Diversity and common experience.
- Loss and grief issues from a variety of perspectives and experiences.
A discipline for discerning what is absolutely essential resulting in the capacity to
can make the highest possible contribution towards the things that really matter
Integrating personal life experiences to be better equipped in assisting others in
the human services field

Assignments and Grading Criteria – 100 POINTS

Weekly Online Discussions Participation
40 points (5 Points/Week – 8 Weeks)
Participation in the Weekly Online Discussion is a key component to completing this
course successfully. The discussion questions will be based on the primary readings
and related articles and content posted in the course materials. You must actively
participate in the course by engaging and making thoughtful comments relevant to the
readings and class material in the weekly online discussions. Each student is expected
to give a thoughtful response to each of the weekly online questions within the first 1-3
Days of the Course Week. In addition each student is to give at least three replies to
comments posted by peers in your weekly online group within. Ideally most of the
discussion will have occurred with the first 5 days of the Course Week. Posting made
after the course week will not count in the grading. The idea is to be engaged
continuously throughout the entire online course. Detailed instructions will be given
during the course.

Reaction Papers – Two Papers based on Primary Readings
36 points. 18 Points/Paper. 4 Pages of Content
A reaction paper is a formal essay that explains your thoughts, feelings, and reactions
to the required readings. It is not a review of the material. It should be organized as any
other formal essay and include an introduction, an analysis of your reaction and the
expectations you had prior to the reading or experience, and a summary of your
conclusions. A partial list of reaction points include:
   a) Describe your reaction to the author’s perspectives
   b) How will insights gained from this book be helpful to you in your work in the
      human services field?
   c) How is your own worldview developed as a result of insights gained?
   d) What significant critical thinking questions occurred as a result of your research?

Additional instructions will be given during the course. In writing your papers it is
important for you to show critical thinking in comparing the concepts and perspectives to
your own personal belief system and experience as well as the ways you can use them
in your work in human services.

Papers are to be a minimum of four pages of content, NOT including titles and
references. They should be double-spaced, properly labeled with student name and
course name, references from the reading must be cited properly using APA in the
paper and a reference list should be included. All papers must be submitted via Turnitin
in the online course and the Turnitin scores should be less then 5%. Further details will
be given during the course.
Case Study
24 Points
Select a person in the human services field, whom you do not know, for the case study. Write a 6-page narrative summary (not including title and references pages) of your interview and assessment.

Develop a list of questions to ask him or her assessing their experience:
- With resiliency and their capacity to make the highest possible contribution towards the things that really matter
- What gives them meaning in life
- With relationships (i.e. significant others, family and friends)
- With the art of inquiry and finding imaginative powerful answers
- With work and life balance that enables them to contribute in a sustained way and avoid burn out.
- In comparison and contrast with your experience
- With the findings from the class readings and discussions with your classmates
- Their ability in being better equipped in assisting others in the human services field

Paper must be submitted via Turnitin in the online course and the Turnitin score should be less then 5%. Use APA Format for in paper reference and the reference section. Further details will be given during the course.

WEEKLY AGENDA - Description of Weekly Sessions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Weekly Agenda and Topics</th>
<th>Assignments Due either During or by the Last Day of Course Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Introductions&lt;br&gt;• Syllabus &amp; Grading Review&lt;br&gt;• Read The Happiness Advantage, PP 3-36.&lt;br&gt;• Read material in weekly content area of online course&lt;br&gt;• Creating online teams</td>
<td>• Respond to online group discussion questions based on readings</td>
</tr>
<tr>
<td>Week 2</td>
<td>• Read The Happiness Advantage, Principles 1-3&lt;br&gt;• Read material in weekly content area of online course&lt;br&gt;• Creating online support team among colleagues</td>
<td>• Respond to online group discussion questions based on readings</td>
</tr>
<tr>
<td>Week 3</td>
<td>• Read The Happiness Advantage, Principles 4-6</td>
<td>• <strong>DUE:</strong> Reaction Paper #1 - The Happiness Advantage</td>
</tr>
<tr>
<td>Week 4</td>
<td>Read material in weekly content area of online course</td>
<td>Respond to online group discussion questions based on readings</td>
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</table>
|        | • Read The Happiness Advantage, Principles 7, Spreading the Happiness Advantage  
          • Read material in weekly content area of online course |                                                 |
| Week 5 | Read material in weekly content area of online course | Respond to online group discussion questions based on readings |
|        | • Read Tuesdays with Morrie, All Chapters Between and Including “The Curriculum” and “The First Tuesday.”  
          • Read material in weekly content area of online course |                                                 |
| Week 6 | Read material in weekly content area of online course | Respond to online group discussion questions based on readings |
|        | • Read Tuesdays with Morrie, All Chapters Between and Including “The Second Tuesday” and “The Fifth Tuesday.”  
          • Read material in weekly content area of online course |                                                 |
| Week 7 | Read material in weekly content area of online course | Respond to online group discussion questions based on readings |
|        | • Read Tuesdays with Morrie, All Chapters Between and Including “The Sixth Tuesday” and “The Tenth Tuesday.”  
          • Read material in weekly content area of online course |                                                 |
| Week 8 | Read material in weekly content area of online course | Respond to online group discussion questions based on readings |
|        | • Read Tuesdays with Morrie, All Chapters Between and Including “The Eleventh Tuesday” and “Afterward.”  
          • Read material in weekly content area of online course |                                                 |

**Course Performance and Grading Criteria**

In general, the end of course performance criteria or expectation for each letter grade can be defined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirements &amp; Performance Criteria</th>
</tr>
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</table>
| A     | Students achieving this level will have demonstrated the following:  
1. Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources. |
2. Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.

3. Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.

4. Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.

5. All assignments completed and submitted within the time allowed.

**B Students achieving this level will have demonstrated the following:**

1. All of the “A” work, but with less accomplishment.

2. Accurate understanding of readings and issues, with the ability to do more than repeat the text.

3. A critical stance, with some effort, not always successful, to defend that stance.

4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.

5. Very clear expression of thoughts and ideas.

**C Students achieving this level will have demonstrated the following:**

1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.

2. Some attempt to take a critical stance, but with little effort or success in defending that stance.

3. Some attempt to find personal meaning.

4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses, which create difficulties.

**D Students achieving this level will have demonstrated the following:**

1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.

2. Generally lacking in critical stance or in a defense of that stance.

3. Lack of understanding or an attempt to find personal meaning.

**F Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression.**

**Letter Grading Scale:**

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>73-70</td>
<td>C-</td>
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NOTE: Any changes to the Syllabus will be announced in the online class and/or through e-mail.

ACADEMIC POLICIES

Attendance Policy
Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

IMPORTANT:
- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- An absence of two or more weeks will be cause for a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-
workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the
Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBNet account.

**Obtaining a UBNet Account**
Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: [http://www.bridgeport.edu/ubnet](http://www.bridgeport.edu/ubnet). Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: [http://www.bridgeport.edu/email](http://www.bridgeport.edu/email) and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

**Learning Management System (LMS) - Canvas**
For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

**Canvas Tutorial For Students:** [https://bridgeport.instructure.com/courses/985903](https://bridgeport.instructure.com/courses/985903)

**For assistance** contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu [https://bridgeport.instructure.com/courses/829447/](https://bridgeport.instructure.com/courses/829447/)

**Accessing Your Grades & Schedule Online**
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

**Using the Library**
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

**Using Computers**
Open access computer labs are available at three locations:
- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: [http://www.bridgeport.edu/library](http://www.bridgeport.edu/library).
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

Directions to IDEAL Campus locations http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416. Federal Student Aid Information: 1-800-433-3243